Leveraging Performance Evaluations

Effective Practice ➡ Increased Student Learning

Frederick Brown
Learning Forward

Arizona Summit VI
Scottsdale, AZ
March 1, 2015

![learningforward logo]

- The Professional Learning Association

Our Beliefs

- *Professional learning that improves educator effectiveness is fundamental to student learning.*

- *All educators have an obligation to improve their practice.*

- *More students achieve when educators assume collective responsibility for student learning.*

- *Successful leaders create and sustain a culture of learning.*

- *A learning system commits to continuous improvement for all its adults and students.*

www.learningforward.org

Learning Forward Vision:

Excellent teaching and learning every day

Students   Educators

Mission Statement:

Learning Forward builds the capacity of leaders to establish and sustain highly effective professional learning.

Our Wants and Needs

Supportive State and District Conditions

Effective Teaching and Learning at Scale
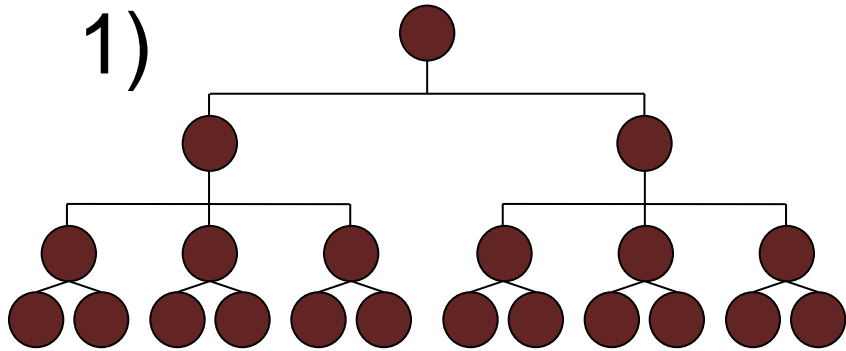

Students Who Meet and Exceed Learning Goals

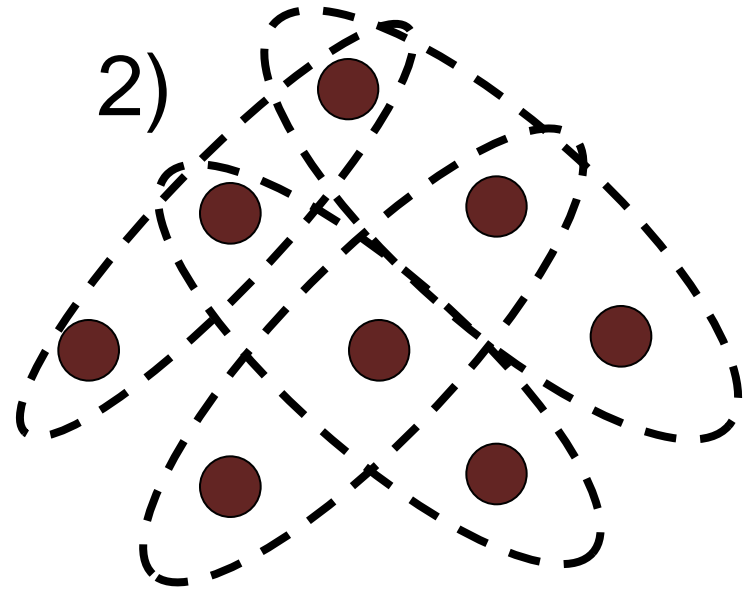**Supportive State and District Conditions**

- A complete "learning system" for adults
- A system that drives educators to engage in the practices that positively impact student learning
- A culture that truly values adult learning
- At least 21 key "system" elements

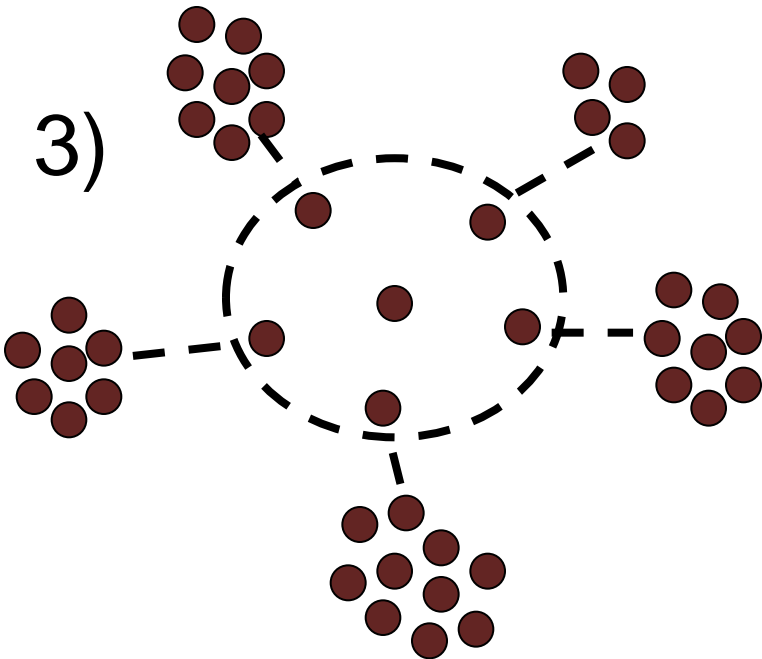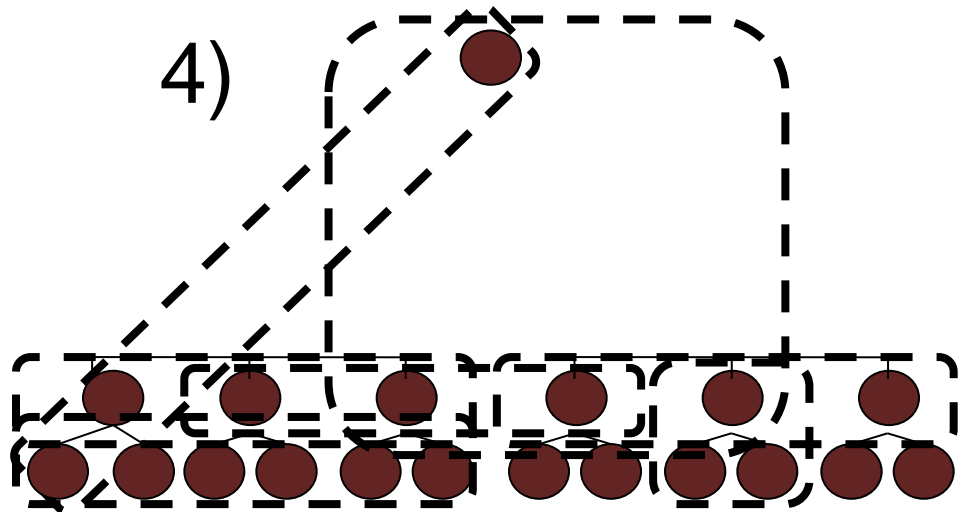Which model best represents how is learning for adults organized in your systems?

1)

2)

3)

4)

Our Theory of Change

Standards-based professional learning	Increased educator knowledge and skills	Increased educator effectiveness	Increased student results
Input	First-level outcome	Second-level outcome	Third-level outcome

Learning Communities

Implemen-
tation

Learning
Designs

Resources

Leadership

Outcomes

Data

Standards for
Professional Learning

learningforward

STANDARDS for PROFESSIONAL LEARNING

Six of the 21 Elements

Definition
Standards
Vision
Assessment and Evaluation
Roles and Responsibilities
Resources

Quick Pair-Share Discussion

Which aspects of your systems drive educators to engage in effective practices?

Table Discussions

1. Our evaluation system supports the ongoing development of educators.
2. Our evaluation system gives educators valuable feedback to support their growth as individuals.
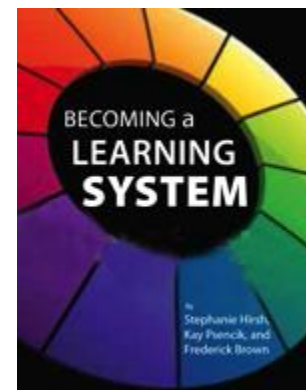3. Our evaluation system valuable fee

Setting the Stage for Educator Evaluation

- Articulating the district's policy for the appraisal process

- Identifying which standards provide the foundation for that process

- Clearly stating which measures and weights will inform the formative and summative evaluations

- Clarifying the roles of supervisors, coaches, team leaders, expert teachers, novice teachers, and individual educators in the evaluation system

Becoming a Learning System:
Linking Evaluation to Professional Learning

- Set student growth goals

- Set educator performance goals

- Establish educator (individual and team) learning plans

- Apply the learning with appropriate support

- Gather feedback during implementation
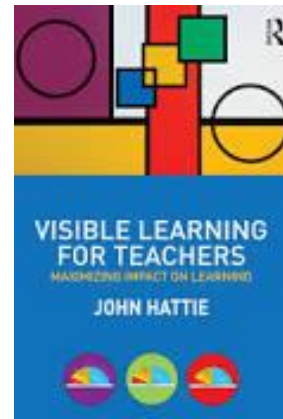
- Assess impact and determine next steps

A quick caution…

vs

Paying attention to what matters…

Matters Less

- Homework: .29
- Summer School: .23
- Matching Learning Style: .17
- Ability Grouping: .12
- Retention: -.13

Matters More

- **Teacher Collective Efficacy**: 1.57
- Student Expectations: 1.44
- Formative Evaluation: .90
- Classroom Discussion: .82

John Hattie discussion on effect size (SCEE Conference, 2014)

A Learning Team at Ford Middle School
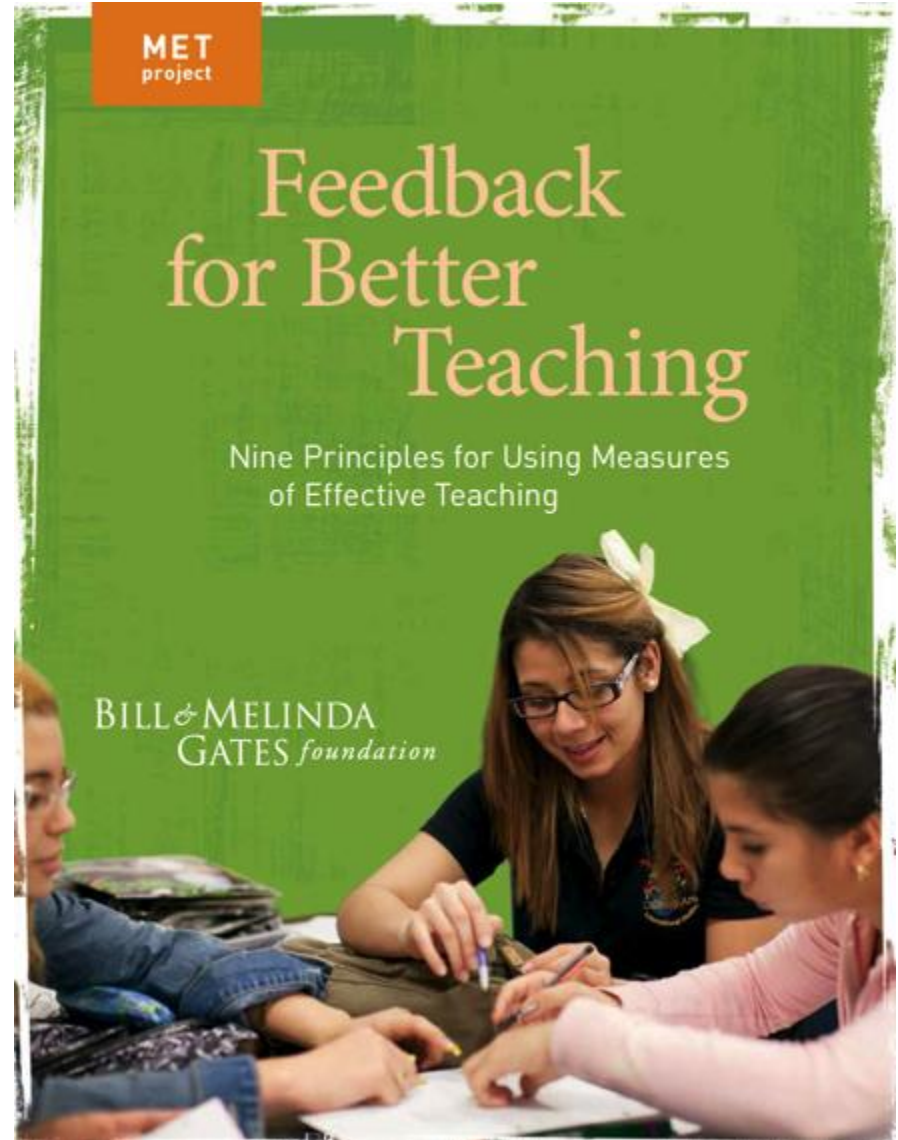
Quick Pair-Share Discussion

1. **In what ways might these teachers improve as a result of this type of professional learning?**

2. **How might an evaluation system interface with this type of professional learning?**

Additional Resources

Measures of Effective Teaching (MET) Project

- Measuring effective teaching

- Ensuring high-quality data

- Invest in improvement

Measures of Effective Teaching (MET) Project

Figure 1

A Framework for Improvement-Focused Teacher Evaluation Systems

MEASURE EFFECTIVE TEACHING
- Set expectations
- Use multiple measures
- Balance weights

ENSURE HIGH-QUALITY DATA
- Monitor validity
- Ensure reliability
- Assure accuracy

INVEST IN IMPROVEMENT
- Make meaningful distinctions
- Prioritize support and feedback
- Use data for decisions at all levels

Additional Resources

National Comprehensive Center for Teacher Quality

- *Linking Teacher Evaluation to Professional Development: Focusing on Improving Teaching and Learning*
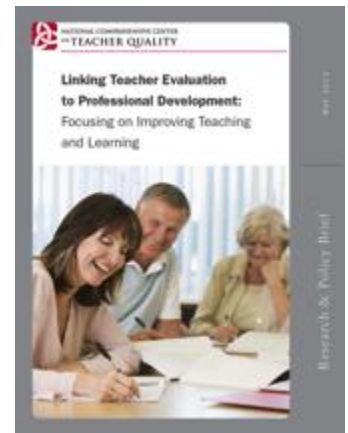
National Comprehensive Center for Teacher Quality

Teaching Standards

Multiple Measures of Teacher Performance

High-Quality Training on Standards & Tools

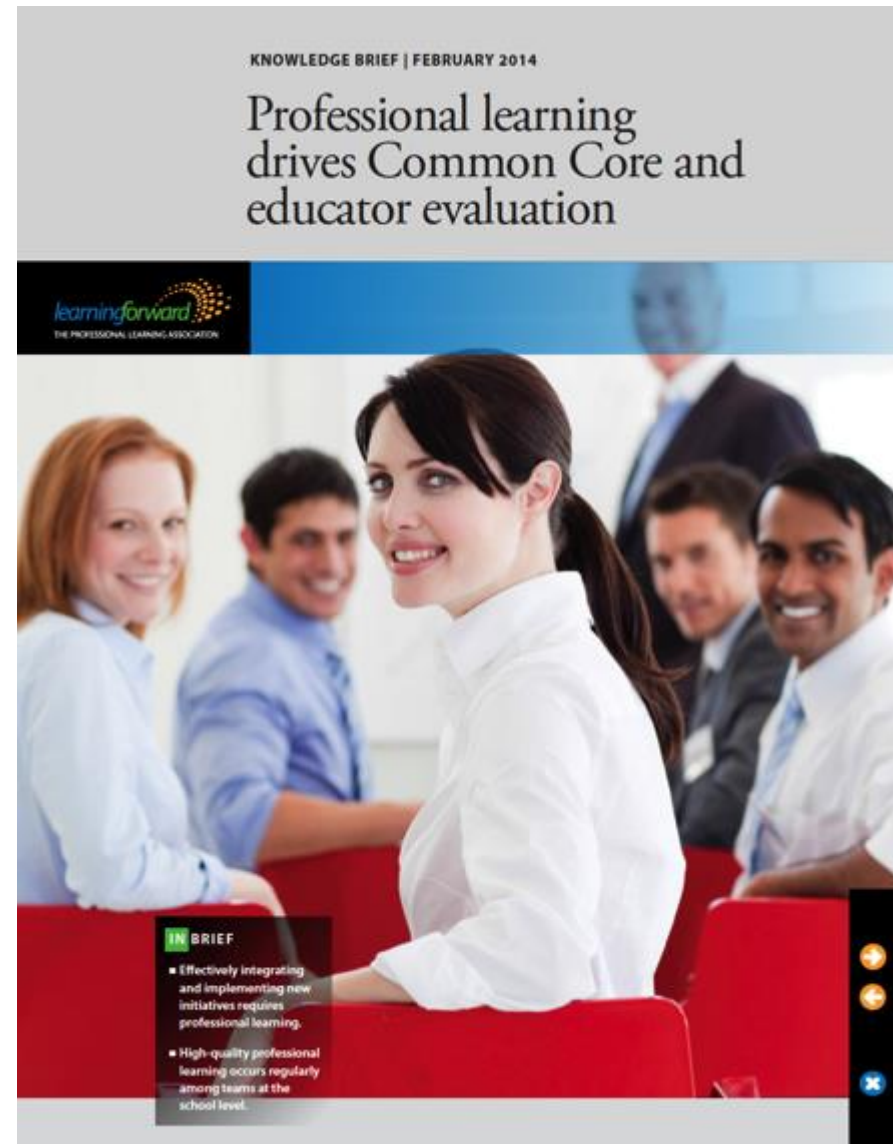Trained Individuals to Evaluate & Provide Feedback

Professional Growth Opportunities

Professional Learning Standards
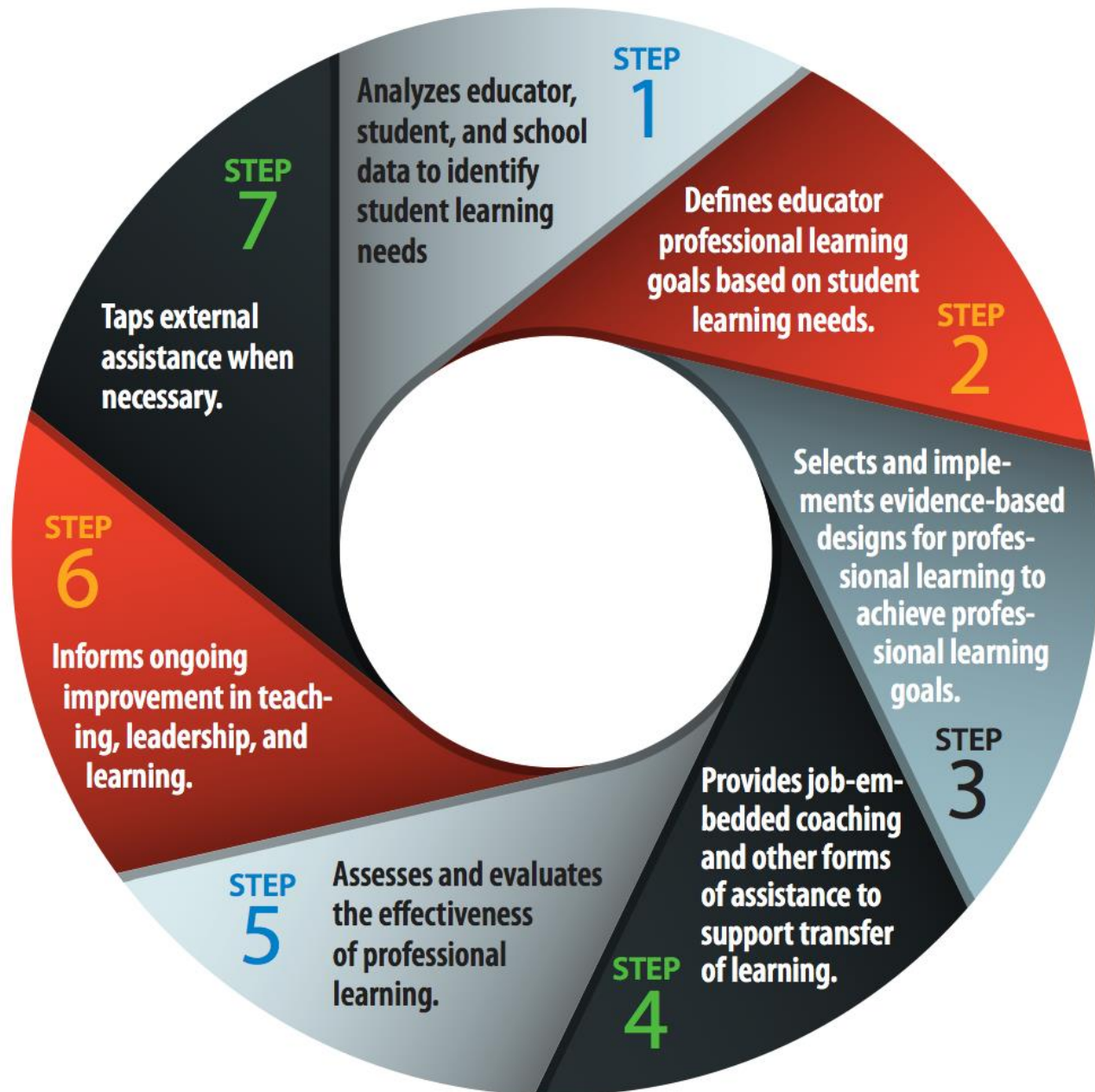
Additional Resources

Learning Forward

- *Professional learning drives Common Core and educator evaluation*

Learning Forward

The cycle of continuous improvement

STEP 1 Analyzes educator, student, and school data to identify student learning needs

STEP 2 Defines educator professional learning goals based on student learning needs.

STEP 3 Selects and implements evidence-based designs for professional learning to achieve professional learning goals.

STEP 4 Provides job-embedded coaching and other forms of assistance to support transfer of learning.

STEP 5 Assesses and evaluates the effectiveness of professional learning.

STEP 6 Informs ongoing improvement in teaching, leadership, and learning.

STEP 7 Taps external assistance when necessary.

JSD

OBSERVATION TOOL CREATES LIGHT BULB MOMENTS FOR TEACHERS p. 30

Principals ditch 'gotcha' in favor of growth p. 10

LEARN HOW TO GIVE FEEDBACK THAT MAKES A DIFFERENCE p. 16

Top 10 learning needs for teacher leaders p. 48

TEACHER EVALUATION
THAT MOTIVATES, INVIGORATES, AND STIMULATES

learning forward

THE PROFESSIONAL LEARNING ASSOCIATION

Quick Pair-Share Discussion

For what would you advocate to improve your district's educator evaluation and professional learning systems?

Thank you!

Frederick Brown
frederick.brown@learningforward.org

www.learningforward.org